

**PILAR MENDOZA****Curriculum Vitae**

Higher Education Administration  
College of Education, University of Florida  
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**Education**

Doctor of Education in Education Policy and Leadership, 2005  
University of Massachusetts Amherst, MA, USA

Master of Science in Physics, 2001  
University of Massachusetts Amherst, MA, USA

Bachelor of Science in Physics, 1998  
Universidad de los Andes, Bogotá, Colombia

**Professional Appointments**

Assistant Professor, Higher Education Administration, 2007-present  
University of Florida

Assistant Professor, Department of Educational Leadership, 2005-2007  
Oklahoma State University

**Research Interests**

My research focuses on the impact of academic capitalism on the public good of higher education. In particular, I am interested in how market forces coupled with federal and state policies affect the academic profession, graduate education as well as issues of equity, access, and affordability in higher education.

**Peer-Reviewed Publications <sup>1</sup>**

Mendoza, P. (accepted). The role of context in academic capitalism: The industry friendly department case. *Journal of Higher Education*.

Mendoza, P., Kuntz, A., & Berger, J.B. (accepted). Bourdieu and Academic Capitalism: Faculty “Habitus” in Materials Science and Engineering. *Journal of Higher Education*.

Mendoza, P., Mendez, J.P., & Horton\*, D. (accepted). Financial aid and other factors of retention among community college student-athletes compared to non student-athletes. *Community College Journal of Research and Practice*.

Mendoza, P., & Mendez, J.P. (2012-in press). The Oklahoma Promise Program: A national model to promote college persistence. *Journal of College Student Retention: Research, Theory & Practice*, 13(4).

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<sup>1</sup> Underlined names are the leading authors. Names with an asterisk are students at the time when the article was written.

- Mendez, J.P., Mendoza, P., & Malcolm\*, Z. (2011). The impact of financial aid on Native American student persistence in higher education. *Journal of Diversity in Higher Education*, 41(1), 12-25.
- Muradas\*, M., & Mendoza, P. (2010). Socialización docente de profesores universitarios españoles con buenas prácticas docentes. *Archivos Analíticos de Políticas Educativas*, 18(20).  
Translation: Socialization of Spanish faculty in higher education to best practices in teaching. *Education Policy Analysis Archives*, 18(20).
- Mendoza, P., Mendez, J.P., & Malcolm\*, Z. (2009). Financial aid and persistence in community colleges: Assessing the effect of state and federal financial aid programs in Oklahoma. *Community College Review*, 37(2), 112-135.
- Arulselvan, A\*., Mendoza, P., Boginski, V., & Pardalos, P. (2009). Predicting the nexus between secondary education affordability and student success: An application of network-based approaches. In N. Memon & Alhajj, R. (Eds), *Advances in Social Network Analysis and Mining. IEEE Computer Society*, 149-154.  
Also listed under Peer-Reviewed Presentations.
- Mendoza, P. (2009). Academic capitalism in the Pasteur's Quadrant. *Journal of Higher and Further Higher Education*, 33(3), 301-311.
- Mendez, J.P., Mendoza, P., & Archer\*, E. (2009). Student athlete retention: Are athletic scholarships enough? *Journal for the Study of Sports and Athletes in Education*, 3(1), 61-86.  
Also listed under Peer-Reviewed Presentations.
- Mendoza, P., Basham, M.J., Campbell, D.F., O'Daniels\*, T. M., Malcolm\*, Z., Felton\*, S., Lebesch\*, A., & Douma\*, D. (2009). Missions, values, and "flying monkeys": Critical issues for community colleges today and in 2019. *Community College Journal of Research and Practice*, 33(11), 866-882.
- Mendoza, P. (2008). Socialization to the academic culture: A framework of inquiry. *Revista de Estudios Sociales*, 31, 104-117.  
Translation: Socialization to the academic culture: A framework of inquiry. *Journal of Social Studies*, 31, 104-117.
- Mendoza, P., & Berger, J.B. (2008). Academic capitalism and academic culture: A case study. *Education Policy Analysis Archives*, 16(23).  
Also listed under Peer-Reviewed Presentations.
- Mendez, J.P., & Mendoza, P. (2008). The implications of financial aid packages on African American student retention. *National Association of Student Affairs Professionals Journal*, 11(1), 46-65.
- Basham, M.J., Campbell, D.F., & Mendoza, P. (2008). Critical issues facing America's community colleges: A summary of the Community College Futures Assembly 2008. *Community College Journal of Research and Practice*, 32(11), 857-870.
- Mendoza, P. (2007). Academic capitalism and doctoral student socialization: A case study. *Journal of Higher Education*, 78(1), 71-96.  
Also listed under Peer-Reviewed Presentations.

Mendoza, P., & Berger, J.B. (2005). Patenting productivity and intellectual property policies at Research I universities: An exploratory comparative study. *Education Policy Analysis Archives*, 13(5)

Also listed under Peer-Reviewed Presentations.

This paper is also published in Spanish as: Mendoza, P. & Berger, J.B. (2006). Traducido por Gabriel Mendoza. Productividad en la generación de patentes y políticas de propiedad intelectual en las universidades investigativas de nivel I: Un estudio comparativo exploratorio. *Archivos Analíticos de Políticas Educativas*, 13(5s).

### Articles Submitted to Peer-Reviewed Journals

Mendoza, P. (under review). Should I work or should I borrow? The effect of debt and working while enrolled on baccalaureate completion: *Review of Higher Education*.

Also listed under Peer-Reviewed Presentations.

Mendoza, P., Malcolm\*, Z., Zhang\*, L., Useche\*, C., Zuest, G., Beck, D., & Norman, S.A. (under review). The balancing act of lifelong learning: Working professionals in a distance education Pharm D. program. *Distance Education*.

### Articles in Progress

Mendoza, P., Malcolm\*, Z., & Parish\*, N. The effect of the Great Recession on undergraduate students' retention: An ecological analysis.

Mendoza, P., & Gunderson\*, A. The effect of debt and working while enrolled on graduate attainment.

Malcolm\*, Z., & Mendoza, P. Negotiating or performativity: Caribbean international undergraduates' ethnic identity exploration at a four year institution.

McKinney, L., Mendoza, P., Parish\*, N., Malcolm\*, Z., & Gunderson\*, A. Florida's Bright Futures merit aid in peril: Documenting the effects on student affordability.

### Books

Gardner, S.K., & Mendoza, P. (Ed.). (2010). *On becoming a scholar: Socialization and development in doctoral education*. Sterling, VA: Stylus Publishers, LLC.

### Book Chapters

Mendoza, P. (2010). Academic capitalism: A new landscape for doctoral socialization. In S.K. Gardner & P. Mendoza (Eds.), *On becoming a scholar: Socialization and development in doctoral education*. Sterling, VA: Stylus Publishers, LLC.

Mendoza, P., & Gardner, S.K. (2010). The Ph.D. in the United States. In S.K. Gardner & P. Mendoza (Eds.), *On becoming a scholar: Socialization and development in doctoral education*. Sterling, VA: Stylus Publishers, LLC.

## Monographs

Mendoza, P. (2008). *Academic capitalism and doctoral socialization*. Saarbrücken, Germany: VDM Verlag Dr Mueller Publishers.

Mendoza, P. (2007). The centrality of context in the marketization of higher education discourse: Faculty work in the Pasteur's Quadrant. *The Institute for Higher Education Law and Governance Monographs*, 07-07. Houston, TX: The University of Houston Law Center. Also listed under Peer-Reviewed Presentations.

Mendoza, P., & Mendez, J.P. (2007). Governmental financial aid packages and minority student retention: The effects of Oklahoma's Promise, Pell Grants, and Stafford Loans. *The Institute for Higher Education Law and Governance Monographs*, 07-06. Houston, TX: The University of Houston Law Center.

## Policy Briefs

Mendoza, P. (2007). Educating for the public good through comprehensive federal research & development policies. *ASHE/Lumina Policy Briefs and Critical Essays No. 3*. Ames: Iowa State University, Department of Educational Leadership and Policy Studies.

Berger, J., Coelen, S., Wilson, B., Smith S., Forest, R., & Mendoza, P. (2004). *Affirmative actions: New England's college admissions offices look beyond race to build a diverse student body*. Quincy, MA: Nellie Mae Education Foundation.

Berger, J., Coelen, S., Wilson, B., Smith S., Forest, R., & Mendoza, P. (2004). *2020 vision: Demographic change, education and the workforce*. Quincy, MA: Nellie Mae Education Foundation.

## Book Reviews

Mendoza, P. (2010). Review of "Wannabe U: Inside the corporate university." By Gaye Tuchman's. *Academe*, 96(6), 56-57.

Mendoza, P. (2007). Review of "Excellence without a soul: How a great University forgot education." By Harry R. Lewis. *The Review of Higher Education*, 30(4), 468-487.

Mendoza, P. (2006). Review of "Entre Prometeo y Sísfilo: Ciencia, tecnología y universidad en México y Argentina". By Armando Alcántara Santuario. *Reseñas Educativas*, 268. Translation: Between Prometeo and Sísfilo: Science, technology and higher education in Mexico and Argentina. By Armando Alcántara Santuario. *Education Review*, 268.

## Technical Reports

Mendoza, P., & Malcolm\*, Z. (2008). Assessing the postdoctoral fellowship program of the Howard Hughes Medical Institute Grant (HHMI). College of Education, University of Florida. (Funded by the HHMI).

Mendoza, P., Malcolm\*, Z., Zhang\*, L., & Useche\*, C. (2008). Assessment of the On-Line Working Professional Pharmacy Doctorate at the College of Pharmacy, University of Florida. (Funded by the College of Pharmacy, University of Florida).

- Mendoza, P., & Kim\*, S. (2007). Assessing the impact of the Howard Hughes Medical Institute Grant (HHMI) Program on HHMI scholars. College of Education, University of Florida. (Funded by the HHMI).
- Berger, J.B., Sireci, S.G., O'Meara, K.A., & Mendoza, P. (2006). Science, technology, engineering, and mathematics teaching education collaborative II: Evaluation report for year three. Center for Education Policy, University of Massachusetts Amherst. (Funded by the NSF).
- Mendoza, P., O'Meara, K.A., Berger, J.B., Sireci, S.G., & Forest, R. (2005). Science, technology, engineering, and mathematics teaching education collaborative II: Evaluation report for year two. Center for Education Policy, University of Massachusetts Amherst. (Funded by the NSF).
- Sireci, S.G., Berger, J.B., Mendoza, P., Forest, R., O'Meara, K.A., & Cadam Slater, S. (2004). Science, technology, engineering, and mathematics teaching education collaborative I: Evaluation report for year five. Center for Education Policy, University of Massachusetts Amherst. (Funded by the NSF).

### **Funded Projects**

- Research grant: Untangling the Issue of Postsecondary Financial Aid Outcomes. Funded by College of Education Research Incentive Fund (CRIF) Awards, University of Florida (\$8,200). Spring-Summer, 2010
- Assessment grant: Assessment of the College of Pharmacy On-Line Working Professional Doctor of Pharmacy Program at the University of Florida. Funded by the College of Pharmacy (\$5,000). Summer, 2008
- Assessment grant: In-depth investigation of factors of student disengagement in the HHMI project at the University of Florida. Funded by the College of Education (\$7,600). Summer-Fall, 2008
- ASHE/Lumina Dissertation Fellowship Award. Funded by Lumina Foundation (\$16,000). Fall, 2004.

### **Peer-Reviewed Presentations**

- Mendoza, P. (2010). Should I work or should I borrow? The effect of debt and working while enrolled on baccalaureate completion: A Counterfactual Analysis. The 2010 Association for the Study of Higher Education Conference, Indianapolis, Indiana.
- Mendoza, P., Gardner, S., Golde, C., Weidman, J., & Ward, K. (2010). Symposium: Understanding complex ecologies in doctoral education. The 2010 American Educational Research Association Annual Meeting, Denver, Colorado
- Arulselvan\*, A., Mendoza, P., Boginski, V., & Pardalos, P. (2009). Predicting the nexus between secondary education affordability and student success: An application of network-based approaches. 2009 ASONAM Conference, Athens, Greece.
- Galloway\*, S., Harris, S., Mendoza, P., & Frierson, H. (2009). Predicting graduate school interest in minority students: A social identity framework. The 2009 American Educational Research Association Annual Meeting, San Diego, California.

- Mendez, J.P., Archer\*, E., & Mendoza, P. (2008). Student athlete retention: Are athletic scholarships enough? The 2008 Association for the Study of Higher Education Conference, Jacksonville, Florida.
- Mendoza, P., Kuntz, A., & Berger, J.B. (2008). The effects of market forces on faculty work in science and engineering. The 2008 American Educational Research Association Annual Meeting, New York City, New York.
- Mendoza, P., & Mendez, J.P. (2008). Financial accessibility in community colleges: Assessing the impact of Oklahoma's Promise program vs. the Federal Pell grant and Stafford loans. The 2008 American Educational Research Association Annual Meeting, New York City, New York.
- Mendoza, P. (2008). How doctoral socialization shapes the academic culture. Symposium: Expanding models of doctoral student socialization. The 2008 American Educational Research Association Annual Meeting, New York City, New York.
- Mendoza, P. (2007). The centrality of context in the marketization of higher education discourse: Faculty work in the Pasteur's Quadrant. Symposium: The role and relevance of faculty work: Beyond the boundaries of the academy. The 2007 Association for the Study of Higher Education Conference, Louisville, Kentucky.
- Mendez, J.P., & Mendoza, P. (2007). Oklahoma's Promise vs. the Federal Pell Grant: A comparison of grant impact on low-income minority students. The 2007 Association for the Study of Higher Education Conference, Louisville, Kentucky.
- Mendoza, P. (2007). Bringing industry and academia together through partnerships that work. The 2007 American Educational Research Association Annual Meeting, Chicago, Illinois.
- Mendez, J.P. & Mendoza, P. (2007). Oklahoma's promise: The Oklahoma Higher Access Program. The 2007 Midwest Political Science Association Conference, Chicago, Illinois.
- Mendoza, P. (2006). Women scientists as entrepreneurs and innovators. Symposium: Can women survive academic capitalism? The 2006 Association for the Study of Higher Education Conference, Anaheim, California.
- Mendoza, P., & Berger, J.B. (2006). Academic capitalism and academic culture: A case study. The 2006 Association for the Study of Higher Education Conference, Anaheim, California.
- Mendoza, P., & Berger, J.B. (2005). The impact of academic capitalism on higher education: A case study focused on academic culture. The 2005 American Educational Research Association Annual Meeting, Montréal, Québec.
- Mendoza, P., & Berger, J.B. (2004). Graduate students and sensemaking: An investigation of academic capitalism and anticipatory socialization in science and engineering. The 2004 Association for the Study of Higher Education Conference, Kansas City, Missouri.
- Mendoza, P. (2004). Doctoral education and attrition in science: The voice of a female doctoral student in physics. The 2004 Association for the Study of Higher Education Conference, Kansas City, Missouri.

Mendoza, P., & Berger, J.B. (2003). University patenting levels at research I universities: A comparative analysis. The 2003 Association for the Study of Higher Education Conference, Portland, Oregon.

Berger, J.B., Coelen, S., Wilson, B., Smith S., Mendoza, P., & Forest, R. (2003). Beyond race and affirmative action: Documenting multiple enhanced rates in the college admissions process. The 2003 Association for the Study of Higher Education Conference, Portland, Oregon.

### **Distinguished Presentations**

Mendoza, P. (2005). Industry-university partnerships and the public good of higher education. Presidential Session: Academic capitalism and social responsibility. The 2005 Association for the Study of Higher Education Conference, Philadelphia, Pennsylvania.

### **Invited Presentations/Workshops**

#### **International**

Estrategias innovadoras para el liderazgo efectivo de instituciones académicas. Seminario de 30 horas. Centro de Investigación y Formación en Educación (CIFE), Universidad de los Andes, Bogotá, Colombia. Julio 11-22, 2011.

Translation: Innovative strategies of academic effective leadership. 30-hour workshop. Center of Research and Professional Development in Education, University of Los Andes, Bogota, Colombia. July 11-22, 2011.

Procesos de socialización de los nuevos docentes en la cultura académica. Celebración del los 10 años del CIFE, Universidad de los Andes, Bogota, Colombia, Julio 7, 2011.

Translation: Socialization processes of new faculty to the academic culture. The 10 years celebration of CIFE, University of Los Andes, Bogota, Colombia. July 7, 2011.

#### **National**

The ASHE/Lumina Fellows Program: Insights from the first five years and information for prospective fellows. The 2007 Association for the Study of Higher Education Conference, Louisville, Kentucky.

What are the implications of governmental policies aimed to encourage industry-academia collaborations on graduate education? Policy Panel. The 2005 ASHE/Lumina Pre-conference, Philadelphia, Pennsylvania.

#### **Local**

Working with Institute of Education Sciences (IES) Datasets: Useful Tips. Spring 2010 OER Brown Bag Series, College of Education, University of Florida.

A road to success from a Hispanic lens: A personal account. The 2007 Hispanic Heritage Month Forum. Sponsored by the Women's Leadership Council and the Dean of Students Office, University of Florida, Gainesville.

**Recognitions and Honors**

Fellow of the 2010 Houston Higher Education Finance Roundtable

Nominated to the Jack Wessel Excellence Award for Assistant Professors, Provost Office, University of Florida, Spring 2009

ASHE/Lumina Foundation Dissertation Fellowship Award, 2004-2005

Nominated to the ASHE Bobby Wright Dissertation of the Year Award, 2005

ASHE Graduate Student Policy Seminar, 2003

C. Lynn Vendien Scholarship, School of Education, University of Massachusetts Amherst, 2004-2005

Janice Camby Endowed Scholarship, School of Education, University of Massachusetts Amherst, 2002-2003

Recognition of dedicated services as member of the Academic Affairs, Community, Diversity and Social Justice Team, Provost Office, University of Massachusetts Amherst, 2003

Member of the Phi Kappa Phi Honor Society 2005 — present

**Newsletters**

Lockette, T. (Oct 2007, and Oct 2008). *To stay in the research race, U.S. should emulate Canada*, *UF professor says*. coE-News and ETExtras, College of Education, University of Florida

**Teaching Experience****Graduate Level**

Higher Education Administration, University of Florida, 2007 — present

EDH 6931, Special topics:

Higher Education Organizational Leadership

Critical Issues in Higher Education

EDA 7206, Organizational Leadership

EDA 6061, Educational Organization & Administration

EDH 6361, Theory and Assessment of Higher Education Environments

EDH 6046, Diversity Issues in Higher Education

Department of Educational Leadership, Oklahoma State University, 2005-2007

EDLE 6583, Impact of College on Students

EDLE 6233, Critical Issues in Higher Education

EDLE 6143, Resources in the Study of Higher Education

**Undergraduate Level**

Learning Disabilities Support Services, University of Massachusetts Amherst, 2001-2002

One-on-one tutoring for students with learning disabilities in undergraduate math, physics and Spanish

Department of Physics, Amherst College, 2000  
Physics laboratory instruction

Departments of Physics and Mathematics, University of Massachusetts Amherst, 1998-2000  
Freshman and junior level physics and mathematics courses as well as physics laboratory instruction

Athletic Services, University of Massachusetts Amherst, 1999-2000  
One-on-one tutoring for athletes in undergraduate math, physics and Spanish

Departamento de Física, Universidad de los Andes, 1995-1998  
Freshman and junior level physics courses as well as physics laboratory instruction

### **Doctoral Dissertations (Chair)**

McKinney, Lonnie. Debt-for-diploma: An examination of student loan borrowing and indebtedness among 2007-08 Bachelor's degree recipients. Graduation Date: Summer 2010 (co-Chair with Dr. Luis Ponjuan)

Malcolm, Zaria (Fulbright Scholar from Jamaica). Ethnic identities of international undergraduate students from the Caribbean at an American university. Graduation Date: Summer 2011

Lee, Krystal. Academic advising experiences among social science and humanities international doctoral students at a Research I institution. Graduation Date: Summer 2011

Covert, Hannah. Undergraduate students' perceptions of developing intercultural competence during a semester abroad in Chile. Graduation Date: Spring 2012

Dey, Farouk, Identity development of Muslim-American college students. Graduation Date: Summer 2012.

Kim, Sunyoung. The academic and social experiences among Korean American female undergraduate students. Graduation Date: Summer 2012

Parish, Nancy. The role of the media in setting the agenda around financial aid issues. Graduation Date: Summer 2012

### **Service**

#### **Editorial**

Editorial Board, *Community College Review*, 2011-2013

Manuscript Reviewer:

Journal of Higher Education, 2008, 2009, 2010, 2011

Revista Voces y Silencios, 2011

Higher Education, 2010

Community College Review, 2009, 2010

Educational Policy Analysis Archives, 2009, 2010  
Revista de Estudios Sociales, 2008  
Educational Policy, 2008  
ASHE/ERIC Monograph Series, 2008  
Research Policy Journal, 2007  
Florida Journal of Educational Administration and Policy, 2007

## **National**

Co-Chair of the Organization, Administration and Leadership Division. The 2011 Association for the Study of Higher Education Conference, Charlotte, North Carolina.

Review of the faculty work environments survey of the NSF ADVANCE grant at the University of Maryland.

Co-Chair of the Division J (Postsecondary Education), Section 4 (Faculty, Teaching & Learning). The 2009 American Educational Research Association Annual Meeting, San Diego, California.

Session Discussant. Socialization in Doctoral Education. The 2008 Association for the Study of Higher Education Conference, Jacksonville, Florida.

Session Discussant: Evolving perceptions and organizational cultures. The 2006 Association for the Study of Higher Education Conference, Anaheim, California.

Conference Proposal Reviewer:  
American Educational Research Association Annual Meeting, 2007 and 2008  
Association for the Study of Higher Education Annual Meeting, 2004, 2006, 2008

Judge of the Bellwether Award. Community College Futures Assembly, Orlando, Florida, Jan 24-27, 2009.

Session Facilitator at the Emerging Scholars Workshop. AERA Division-J Pre-Conference. The 2008 American Educational Research Association Annual Meeting, New York City, New York.

ASHE/Lumina Fellow Participant at the Lumina Foundation Knowledge-Sharing Meeting for the improving of access and success in higher education. Lumina Foundation, Indianapolis, Indiana, October 10-13, 2007.

Fellow selected to represent all past ASHE/Lumina fellows at the five years evaluation of the ASHE/Lumina Program. Lumina Foundation, Indianapolis, Indiana, September 15, 2008.

## **Professional Memberships**

Association for the Study of Higher Education, 2003-Present

American Educational Research Association, 2004-Present

## **Languages**

Native Spanish speaker, fluent English

### Research Statement<sup>2</sup>

My research focuses on the involvement of universities in market-like behaviors to attract faculty, students, and funding (academic capitalism). This trend has been promoted by the government through commercialization laws that allow universities patenting and selling knowledge developed by their faculty and graduate students; financial aid policies that give funds to students rather than universities increasingly in the form of loans; and copyright and information technology laws that allow universities to commercialize curricula (Slaughter & Rhoades, 2005). The main goal of my scholarship is to empirically document the implications of these three trends to the public good of higher education. As such, the research questions guiding my research agenda are:

1. What are the implications of academic capitalism for the academic profession in relation to:
  - ⇒ Academic freedom
  - ⇒ Basic inquiry
  - ⇒ Free dissemination of knowledge
  - ⇒ Education
2. What are the implications of academic capitalism for students in relation to:
  - ⇒ Access and affordability
  - ⇒ Equity
  - ⇒ Socialization

The theoretical underpinnings of my scholarship include the theory of academic capitalism, resource-dependency and neo-institutionalism, organizational culture and socialization, Bourdieu's academic field, cultural and social capital, and contemporary models of student retention.

In 2003-2007, I investigated qualitatively the effects of industry-academia collaborations on graduate education, the faculty profession, and the creation and dissemination of knowledge. This work has provided understanding on the multiple implications and complexities of the marketization of higher education by documenting how industry-academia collaborations impact faculty and graduate

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<sup>2</sup> I have developed my research agenda in collaboration with scholars and students from various universities in my field in the U.S. and abroad and from the Colleges of Education, Engineering, and Pharmacy at the University of Florida. Also, I have been invited to participate in a variety of studies, program assessments, and publications related to my research agenda and expertise.

students. Between 2006 and 2009, I investigated the impact of financial aid packages on undergraduate student retention by race/ethnicity and income in Oklahoma using logistic regressions and fixed effects. This work shows that state financial aid programs that combine merit and need based criteria and provide adequate support are promising in helping students attain postsecondary education. Since 2008, I have used restrictive datasets representative of the undergraduate and graduate population collected by the National Center for Education Statistics (NCES). Using data mining, fixed effects, and propensity score matching, these studies have investigated undergraduate students' academic and financial circumstances including debt and working while enrolled and the related effect on GPA, retention, and completion. These studies have shown that high levels of debt or work intensity are detrimental for timely graduation and that these effects vary by race/ethnicity, gender, and SES. In 2008, I conducted the first project related to the third strand of these federal initiatives. In particular, I developed a comprehensive assessment of a distance education program in the College of Pharmacy at the University of Florida.

Currently, I am conducting a study using NCES data examining the effect of debt and working while enrolled on graduate students, similar to my work with undergraduates. Also, I am conducting a qualitative study with 45 undergraduate participants on the impact of the Great Recession and the recent changes in the state's Bright Futures aid program on students' financial circumstances and related college experiences. In the near future, I plan to continue alike studies focused on for-profit institutions.

One of my goals has been to internationalize my scholarship. Thus, I have published one policy-brief on federal R&D practices in Canada and the U.S. In addition, I have several peer-reviewed publications in international journals and translation into Spanish of several of my publications can be

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found in my website. In 2010, one exchange doctoral student from Spain spent six month at the University of Florida under my supervision with a fellowship from the Spanish government to conduct a study on the socialization to teaching of junior faculty in Spanish universities, which resulted in one peer-reviewed publication in Spanish. Similarly, a Ph.D. exchange student from Colombia will come in the summer 2011 to work on issues related to quality assessment of Colombian higher education. Currently, I am starting a promising collaboration with La Universidad de Los Andes, Bogotá, Colombia, that involve joint research projects and teaching seminars in the summer on higher education administration.

In the future, I plan to continue applying my developing expertise in association with scholars in education in Latin America. Also, given the similarities related to academic capitalism among Canada, the U.K. and the U.S., I plan to continue comparative studies among these countries across disciplines and types of institutions.

Slaughter, S., & Rhoades, G. (2005). Markets in higher education: Students in the seventies, patents in the eighties, copyrights in the nineties. In Philip G. Altbach, Robert O. Berdahl and Patricia J. Gumpert (eds), *American Higher Education in the Twenty-First Century: Social, Political and Economic Challenges*, second edition. Baltimore: The Johns Hopkins University Press.

### **Teaching Statement**

I have taught and developed graduate level courses on diversity issues in higher education, organizational theory and leadership, critical issues in higher education, and impact of college on students. In addition, I will teach Introduction to Qualitative Research methods in the fall 2011. The students in my classes come from diverse backgrounds including minorities, international, disabled and majors. I have taught in two main formats: 1) face-to-face assisted by the platform Blackboard and

Sakai and 2) blended courses that include on-line instruction via Elluminate and face-to-face four weekend-long meetings per semester in Gainesville and Orlando.

The overarching goal of my courses is to prepare leaders, researchers, and policymakers of higher education to meet the challenges of the field using relevant knowledge and literature as well as skills including critical thinking, problem solving, analysis, synthesis, research, communication (verbal and written), and empathy. I strive to facilitate the development of culturally effective leaders and scholars through self-examination, understanding, and knowledge about culturally and racially diverse individuals.

My teaching approach is based on practices of active learning in which the student, as part of a learning community, generates knowledge according to her personal experiences, previous knowledge, learning style, instructor's and other students' insights, and readings related to the content matter of the class. I strongly believe in the value of discussions for learning, growth and building democratic societies. As such, I framed my courses based on the assumptions and strategies described by Brookfield & Preskill (2008) in their book *Discussion as a way of teaching: Tools and techniques for democratic classrooms*. In this context, one of my primary roles as instructor is to provide a safe and democratic environment for the individual learning and growth of students respecting learning styles, personalities and diversity. During the first week of classes I worked with students to develop guidelines to promote democratic discussions and apply them throughout the semester combined with creative ways to engage students in productive discussions using techniques such as fish bowls, speed dating, and various small and large group discussion configurations and strategies. I use readings that provide different perspectives in order to stimulate students' critical thinking as well as activities and assignments with real life applications such as role plays, case studies, peer debates, peer reviews, literature reviews, program or research proposals, and readings critiques.

I have made a conscious effort to improve my teaching based on the feedback I obtained through the official student evaluations and additional class evaluations I periodically perform anonymously to monitor the progress of the class. I continuously revise my syllabus to provide students with a clear roadmap of expectations. I provide students with rubrics of all the graded assignments and opportunities to self-evaluate their performance as well as their classmates in group work and presentations. I update the readings and stay current with the latest developments related to the content of the classes I teach. I have participated in two professional development events: The Teaching Professor Conference 2008 and The Early Career Faculty Teaching & Dissertation Advisement Workshop organized by the Council for the Advancement of Higher Education Programs in 2008. I have also used a few books related to teaching in traditional face-to-face and online settings. My efforts to improve my teaching are reflected in the progressive improvement of my teaching ratings as well as in the personal notes that students send me periodically thanking me for how much they have learned and ways in which they are applying their learning at work, in their academic pursuits or personal growth.

I have contributed to the LEAD on-line program in Higher Education by creating two on-line courses: Diversity Issues in Higher Education and Higher Education Organizational Theory based on the work by Conrad & Donaldson (2004) titled *Engaging the online learner: activates and resources for creative instruction*. These two courses contain structured learning modules with a variety of interactive and individual activities and assignments rooted on active learning and democratic teaching.

I am the dissertation chair of six Ph.D. and one Ed.D. students, 1 M.S. student, and committee member of 17 doctoral students. Also, I am the temporary advisor of 9 doctoral students, who I have advised in developing their program of study. Finally, I have supervised three independent studies.

Highlights of my mentoring include: I co-chaired one Ph.D. student who graduated in 2010 and is currently assistant professor at the University of Houston. I have involved 14 graduate students in research projects and assessments resulting in seven peer-reviewed publications, one article under review, two conference presentations, and three technical reports. My primary research assistant, Zaria Malcolm who is a Fulbright scholar from Jamaica, received under my mentoring the 2010 UF International Outstanding Student Award.